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Secondary School Students' Opinions about Physical Education Course

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Abstract

Physical education and sports lessons, as well as all the courses in the curriculum, should be accepted as equally important. This course has an important place in the development of cognitive, emotional and social skills as psychomotor in the second childhood and adolescence period which corresponds to secondary school level. Students who take the course will make the best assessments about the quality of the course applications.

In this study, it was tried to reveal the views of secondary school students about the applications of physical education and sports lessons. For this purpose, the interest and love of female and male students to physical education; views which report via drawing and slogan expressions about the lesson applications have been examined. The study is a semi-qualitative research based on drawing and slogan analysis. The findings show that students' love and interest in physical education classes is high; their lessons are mainly taught playing football. Playing volleyball and basketball follows this.

Keywords: Physical education, course activities, sports at school

Introduction

Programs such as the curriculum of the national education system are also applied to implement the aims of the physical education system. Positive or negative attitudes may noticed in students depending on the level of effectiveness of the training in the process of obtaining advantage. Studies in physical education and sport (PES) courses should be based on physical activity, versatile development of learners' knowledge, attitudes, motor and behavioral skills. This will also positively affect students' interest and attitudes towards the course. The positive attitude of the students to the physical education lesson can facilitate the efficient processing of the lesson activities and facilitate the achievement of the lesson's private and general goals or provide the voluntary participation of the students in various future physical activities (Silverman ve Scrabis, 2004). Because people do not have attitudes when they are born. Attitudes are learned later by the influence of family, environment, school and direct personal experiences (Kağıtçıbaşı, 2005 ve Sakallı, 2001). Schools that are a formal educational environment, with appropriate physical education and sporting activities, are important institutions that will mediate these attitudes in a positive way.

Individual training begins with play. The orientation and target of individuals to the sport will be an important support for living a healthy life and for living in harmony with society. So, Physical education is an important educational process that leads to the acquisition of basic knowledge, attitudes and habits that enable the development and strengthening of all the organs and systems of the individual and their effective use in life. Physical education studies consist of activity chains that can improve the individual as well as the psychomotor area, from affective and cognitive aspects (Gilliver, 2003; Yenal, Çamlıyer, & Saracaloğlu, 1999).

Teachers will also be able to participate in their lessons in an entertaining environment, actively participate, and adopt an active lifestyle that includes their physical continuity (Pate ve ark., 1998). As soon as the person begins to use his / her mobility skills to explain himself / herself, he / she continues to increase his / her lifetime through physical education and similar movements when he / she finds suitable environments and opportunities (Yang, 2005). Physical education and sport activities at schools are also important in helping individuals improve their skills, gain positive behaviors, maintain sporting habits and be healthy (Çamlıyer & Çamlıyer, 2001).

The secondary school Physical Education and Sports curriculum has a characteristic that can attain the above mentioned development competence and positive attitudes. In the program, the aims of the physical education course are explained as follows: *Students are to prepare themselves for the next level of education by developing their self-management skills, social skills and thinking skills along with their mobility skills, active and healthy living skills, concepts and strategies that they will use throughout their lifetime. From the beginning of school to the end of secondary education, physical education and participation in the sport; has an important role in improving the physical, emotional, social and mental characteristics of students. In these processes, firstly expected from the Physical Education and Sports Course; students should be able to improve their self-management, social and thinking skills through physical education and sports. At the same time, students should be able to improve their social and thinking skills by improving their physical competence and attaining active and healthy lifestyle habits (MEB, 2013).*

Although the educational programs provide important opportunities for schools and teachers, the areas that will be used in the course applications are different from each other in terms of teacher-student communication and interaction, such as sports halls, sports grounds, school

halls, and these differences are accompanied by more physical, emotional, cognitive task and responsibility (Taşmektepligil, Yılmaz, İmamoğlu & Kılıçgil, 2006). In fact, physical education and sports activities are provided in schools as complementary to general education in the classroom and extra curricular times, and the individual is treated as a whole in these activities (Koçyiğit, & Öztürk, 1991).

Generally, the improvement to be achieved at these targets seems to be directly related to the weekly number and duration of the applications, the facility used, the area, and a sufficient number of qualified physical education teachers. Although the physical education courses require high cost buildings and tools, their creative features can be processed efficiently by limited space and tools by advanced teachers. In this course, different and creative methods and approaches can be used to contribute to the overall development of the students. In studies related to education, teachers play the most important role in the success of students. When teachers believe that students have an important role in learning, the success of students is increasing (Bandura, 1994; Tschannen – Moran, Woolfk Hoy & Hoy, 1998)..

The use of two or more methods and tools instead of the use of a single method or tool in the classroom environment will provide a significant enrichment for the lesson of physical education teachers. In education, multi-media organization that will address multiple sensory organs will also increase the quality and value of teaching (Dwyer, 1998; Harmandar, (2004). However, when we look at the practices in schools, it seems that they cannot be passed beyond traditional understandings (Yılmaz, Ulucan & Pehlivan, 2010). In this respect, the students who take advantage of the course of the practices; It is also important to think about where and how the physical education courses are conducted, whether they are satisfied with their course practice, and how they are related to the lesson.

Aim of the study

The aim of this study is to reveal the views of secondary school students about their interest in physical education and their practice. For this purpose, the following sub-questions are included:

1. Is the interest of secondary school students in the Physical education course different according to their gender?
2. Are the views of girls and boys visually differentiated by drawing about practices that stand out in the Physical Education class?

Method

The study carried out is semi-qualitative research based on the examination of drawing documents, "Interest Circle to the courses", which is prepared by the students to reflect their relevance and application to the Physical Education lesson. In Çanakkale province, a branch was selected from 7th grade students in three different secondary schools. The number of students entering the sample group is 83 in total; with 43 females and 40 males.

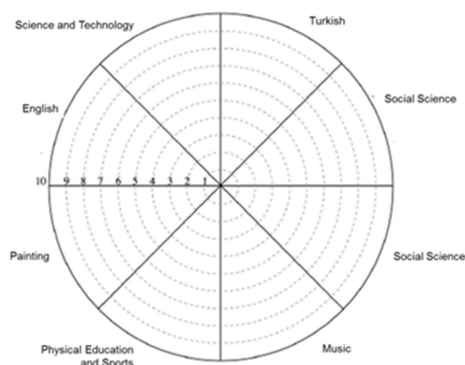


Figure 1. Interest Circle to the courses

These students were first given a "Interest circle to the course " to express their views on physical education and sports lessons and were asked to rate their lessons with their painting work. students that have " Interest circle to the course" was divided into eight lessons and each piece was graded out of ten. Students are asked to paint these graded areas so that they reflect the interest and love of the classes. Painted areas for each course are scored and evaluated.

Then, in this lesson, the pictures that will express the most applied practices are drawn. Visual text analysis of the data processed on the picture papers was done. The analysis of the pictures was done by an education specialist and two sports education specialists. Frequency, percentage, -t test and chi-square test statistical procedures were used in the analysis of collected data.

Findings

Findings and interpretations reached in the direction of sub-aims of the work are as follows:

Findings related to students' interests to the courses

The students reflected their interest and affection for the lessons they had attended in secondary school by painting them in a segmented and graded circle of interest. The lesson that the students have showed the most interest and love was "Physical Education and Sports" course with an average of 9, 61. This course is followed by Turkish, Art, Music, English and mathematics lessons. The lessons they have expressed their interest and love levels with the lowest averages are Social Studies and Science and Technology lessons.

Table 1. Distribution of the level of interest and importance of the students to the classes by gender

| COURSE NAME | Gender | N | \bar{X} | Sd | t _{.05} | |
|------------------------|--------|----|-----------|------|------------------|--------|
| Physical education | Female | 43 | 9,42 | 9,61 | 0,88 | -2,14* |
| | Male | 40 | 9,83 | | | |
| Turkish | Female | 43 | 8,60 | 8,41 | 1,94 | 0,84 |
| | Male | 40 | 8,20 | | | |
| Painting | Female | 43 | 8,09 | 8,13 | 2,23 | -0,16 |
| | Male | 40 | 8,18 | | | |
| Music | Female | 43 | 8,21 | 8,06 | 2,52 | 0,55 |
| | Male | 40 | 7,90 | | | |
| English | Female | 43 | 7,95 | 7,84 | 2,23 | 0,46 |
| | Male | 40 | 7,73 | | | |
| Mathematics | Female | 43 | 7,65 | 7,54 | 2,49 | 0,42 |
| | Male | 40 | 7,43 | | | |
| Social Science | Female | 43 | 7,09 | 7,08 | 2,82 | 0,03 |
| | Male | 40 | 7,08 | | | |
| Science and Technology | Female | 43 | 7,21 | 6,78 | 2,64 | 1,53 |
| | Male | 40 | 6,33 | | | |

The students' interest and love for the lessons differs significantly only in Physical Education and Sports lessons according to gender [$t(82) = -2,14, p < .05$]. There is no significant difference between the student views on the other lessons.

Findings about the opinions of the students about the practices of Physical Education and Sports lesson

Football has become prominent in Physical Education and Sports lessons. More than three-quarters of the students (34.8%) included Football in their drawings. While about two thirds of the male students (72.5%) included Football in their drawings, only nine of the female students (20.9%) included Football in their drawings. 21,1% of the students have been reflected volleyball and 19,2% of the students have reflected basketball practices in their drawings. One of the students put paintings on garbage collection, contest, dodgeball, badminton and playground plays.

Table 2. Opinions of male and female students about physical education and sports lesson applications

| PES activities | Gender | | TOTAL | |
|-----------------------------------|--------|------|-------|------|
| | Female | Male | f | % |
| Football | 9 | 29 | 38 | 34,8 |
| Volleyball | 21 | 2 | 23 | 21,1 |
| Basketball | 10 | 11 | 21 | 19,2 |
| Jump rope | 8 | 2 | 10 | 9,2 |
| Tennis | 7 | - | 7 | 6,4 |
| Hide and seek | 2 | 1 | 3 | 2,7 |
| Exercise | 1 | 1 | 2 | 1,8 |
| Environmental Cleaning the garden | - | 1 | 1 | 0,9 |
| Competition | - | 1 | 1 | 0,9 |
| Badminton | 1 | - | 1 | 0,9 |
| Burning ball | 1 | - | 1 | 0,9 |
| Playground | 1 | - | 1 | 0,9 |
| TOTAL | 61 | 48 | 109 | 100 |

Student paintings show that physical education lessons are limited to sporting activities in the popular feature that attracts the attention of students rather than course gains. Although in this lesson's purpose, "movement competence" learning field holds an important place, it is an interesting finding that there is no reflection on student drawings in this direction. The topics that girl students handle are mostly volleyball, basketball and skipping rope and male students are interested in football and basketball. One of the most notable applications in classroom practice is cultural physics events, where only one girl and one male student take part in their paintings.

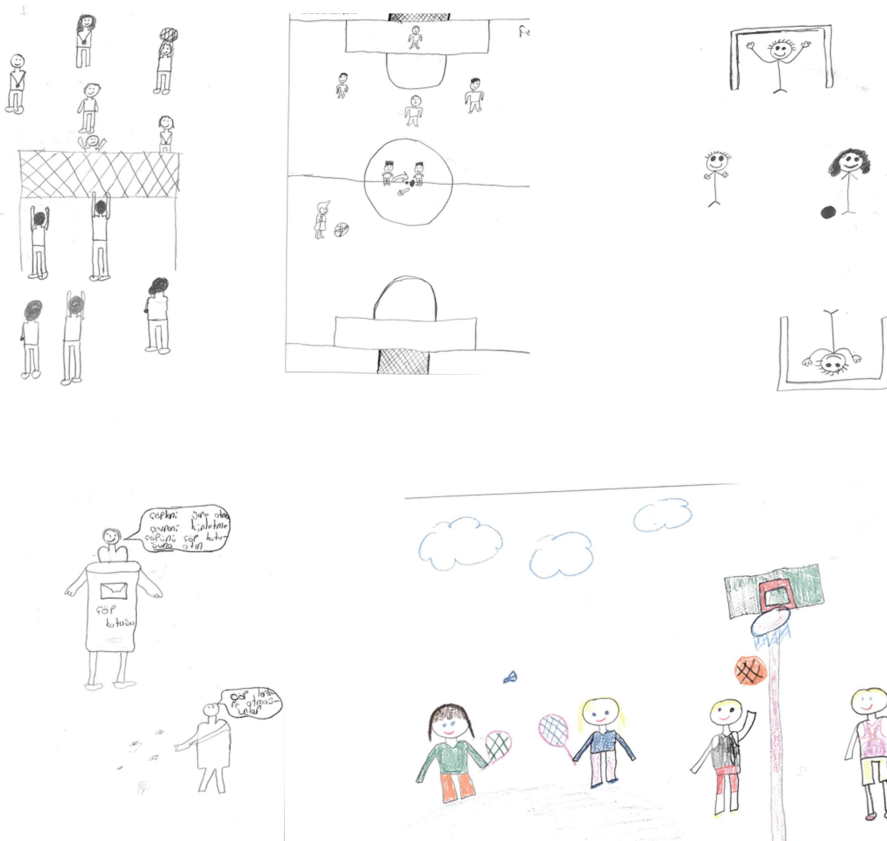
Table 3. Sexual differences in the subjects students handle

| | Value | df | P |
|--------------------|---------------------|----|-------|
| Pearson Chi-Square | 42,047 ^a | 12 | ,000* |
| Likelihood Ratio | 50,037 | 12 | ,000* |
| N of Valid Cases | 249 | | |

The topics covered in the drawings related to Physical education and sports lesson applications differ significantly according to student genders [$\chi^2(12) = 42,047, p < .05$]. It can be said that girls and boys are directed to different activities in their Physical education and sports courses or they are directed by different teachers.

During the painting work done by the students, the lessons were also interviewed. Students expressed that they like physical education and sports lessons, but often they work on other lessons (especially for preparing for the test). One student replied, "Let's rejoice in that, too. We may have little or no chance of dealing with physical education and sports next year." and other students have also supported him. In both of the schools that the study is carried on, an area within the building is used for these course activities. When weather is convenient, lessons are generally taught in the garden. In a school, there is a very unsuitable and unhealthy dirt surface area. Here, mostly male students play soccer. All other areas are covered with asphalt or concrete. However, students do not seem to have much complaints about these areas. By their own words, it seems enough for them to be satisfied even with this lesson.

Some examples of the student drawings;



Conclusions

In view of the students' views on physical education and sports lessons, the following conclusions are reached:

1. Physical education and sports lessons come out as the lessons that middle school students reflect the most interest and affection. The attitudes of students towards this course differ significantly from other courses. In most of the similar studies, the attitudes of the students to physical education courses were found high (Türkmen & Varol, 2017; Güllü et al., 2016; Kannan, 2015; Aras, 2013; Mohammed & Mohammed, 2012; Aybek et al., 2011; Philips, 2011; Kangalgil et al., 2006; Erhan & Tamer, 2009; Hünük & Demirhan, 2003; Şişko & Demirhan, 2002). There are few studies in which the attitudes of students towards physical education and sport are at a low level (Jaureguy 2013; Gurbuz & Özkan 2012; Ramsey 2012; Balyan 2009).

2. Male students are more interested in Physical Education and Sports lessons than girls. According to the researches, male students have higher attitudes and attitudes towards physical education and sports lessons (Keskin et al., 2016, Aybek et al., 2011, Kamtsios 2010, Akandere et al. 2010, Taşgın Ö & Tekin M 2009 There are no significant differences between the two groups' opinions (Korkalgil et al., 2006; Yinuk 2006; Tekin et al 2005, Koca et al 2005, Chung & Phillips 2002, Arslan and Mendes 2002, Smoll and Schutz 1980) Güllü et al 2016; Uluşık et al. 2016; Göksel et al. 2016, Diaz 2015, Lazarevic et al 2015, Chatterjee 2013, Siegel 2013, Gürbüz & Özkan 2012, Phillips 2011, Alpenlan 2008, Alenezi 2005, Keskin et al 2016 ; Koca and Cook 2002; Şişko & Demirhan 2002).

3. The outstanding practices of the students in the course activities; football and basketball in male students, and volleyball, basketball and rope in female students. The views of the students reflected in the course drawings are different meaningfully. Almost all of the activities that are drawn are examples of activities done in the school garden. This can be seen as a sign of the school's inadequate space and equipment for sporting events. This finding overlaps with some research results (Orhun & Özşaker 2001).

4. There are not many activities for students' drawings, for the achievement of physical education and sports lessons in secondary schools. This is also limited to some popular and competitor sporting events. In the study, the activity examples drawn by male and female students are similar to those of a study on "Metaphor for the Production of Secondary School Students' Physical Education Course" (Namli et al., 2017).

Based on the findings and conclusions of the research, the suggestions for the problem addressed can be summarized as follows:

1. Practices related to the practice of the course should be diversified and enriched, Physical education and sports lessons should be adapted to the curriculum. Such an arrangement will make the students who know how to be happy even in the present situation more relevant to the lesson. Thus, the lessons will gain more effectively and it will also be reflected in the general objectives of education.

2. Schools should provide space and equipment that will facilitate the processing of the lesson and allow diversification. School administrations should also be informed and influenced by physical education and sports teachers.

3. Physical education and sports lessons should not be reserved for the processing of other courses. The thought that this course is as important as other courses; should be given to students, other branch teachers, school administrations and parents.

4. In-service training programs should be organized to develop competencies in physical education and sport teachers' teaching methods and techniques, classroom management and organization.

5. Researchers who are interested in studying the subject;

a) effective use of spaces in physical education and sports lessons,

b) they can work on parent awareness issues related to physical education and sports lessons.

Conflicts of Interest

The authors have no conflicts of interest to acknowledge.

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